

Science: Electricity (Developing Experts)

- To identify when a lamp will light in a simple series circuit
- To explore how electricity is transported
- To understand the difference between a series and parallel circuit
- To explain how to recognise electrical conductors and insulators
- To describe the basic parts of a circuit
- To know how to work safely with electricity

Me My Body My Health: Living in the Wider World (Ten Ten)

How do I love Others?

- To know that God wants His Church to love and care for others.
- To devise practical ways of loving and caring for others.

Art: Formal Elements of Art - Texture and pattern (Kapow)

- To use playdough for printing.
- To create patterns using a playdough printing block.
- To make a stamp using geometric and mathematical shapes and creating repeating and symmetrical patterns with it.

Liturgical Calendar: Ordinary Time (Green Cloths)

Maths (White Rose)

Decimals:

- Recognise tenths and hundredths
- Tenths as decimals
- Tenths on a place value grid
- Tenths on a number line
- Divide 1-digit by 10
- Divide 2-digits by 10
- Hundredths
- Hundredths as decimals
- Hundredths on a place value grid
- Divide 1 or 2-digits by 100

Money:

- Pounds and pence
- Ordering money
- Estimating money
- Four operation

Time:

- Hours, minutes and seconds
- Years, months, weeks and days
- Analogue to digital - 12 hour
- Analogue to digital - 24 hour

Statistics:

- Interpret charts
- Comparison, sum & difference
- Introducing line graphs
- Line graphs

Design & Technology: Torches (Kapow)

- To explore the difference between electrical and electronic as well as revisiting how to create a simple circuit.
- To evaluate a range of different torches and identify the features of a torch: housing, reflector, circuit and switch.
- To use their understanding from the previous lessons, pupils create a design for their torches incorporating the features they have identified.
- To follow their designs, children build the circuit and the housing for their torches in the final lesson of the topic.

Textiles: Fastenings - Evaluating Fastenings

- To identify and evaluate different types of fastenings.
- To articulate the benefits and disadvantages of each fastening type.
- To design a product to meet a design criteria which includes a fastening. Paper Mock-up and Preparing Fabric
- To make and test a paper template. Assembling my Book Sleeve
- To assemble the book jacket, joining the fabric by sewing and adhering to the design criteria.

Year 4 Summer Term 1 Topic: The Victorians (6 weeks)

History: Victorians

- To know what type of work children undertook in the Victorian period
- To know the living conditions across the classes
- To know how industry developed over the Victorian period
- Enquiry: What significant changes took place over the period 1837 - 1901

Spanish: En mi casa (Language Angels)

- To use 'vivo' (I live) in a sentence.
- To write sentences using 'vivo'.
- To describe what is in their house using 'hay' (there is).
- To describe what is not in their house using 'no hay' (there is).
- To have a conversation in Spanish.
- To write a diary using full sentences and connectives

RE: The Early Christians (TWTTTL)

- To know that Jesus made Peter head of the Church. Think about what this means for all Christians.
- To know that the Church began at Pentecost. Think about what the Holy Spirit is able to do.
- To know what happened to Stephen and Saul. Reflect on how God brings good out of evil.
- To know about the challenges of being an apostle. Reflect on how God worked through Paul and Silas.
- To know about Paul's missionary journeys. Reflect on Paul's faith and courage.
- To know about the teaching of the Apostles. Reflect on how this teaching helps us today.

Music: Blackbird (Charanga)

- To identify the themes: Equality, civil rights.
- To identify instruments /voices: Solo male vocals in the verses, another male vocal in the choruses, acoustic guitar, percussion, birdsong.
- To copy back, play, invent rhythmic and melodic patterns.
- To play instrumental parts accurately and in time, as part of the performance.
- To compose a simple melody using simple rhythms and use it as part of the performance.

English

Class Novel: *The Worst Children's Jobs in History* by Sir Tony Robinson

Writing

Orphan diary narrative based upon *The Worst Jobs* (2 weeks):

- Use fronted adverbials with a comma mostly correctly
- Use apostrophes to mark plural possession

Explanation text based upon *The Worst Jobs* (2 weeks):

- Organise paragraphs around a theme
- In non-narrative work, use organisational devices such as headings and subheadings with increasing effect

Retell narrative based upon *The Worst Jobs* (2 weeks):

- Use fronted adverbials with a comma mostly correctly
- In narratives, describe characters and settings

Punctuation and Grammar:

standard english forms for verb inflections instead of local spoken forms; using paragraphs to organise ideas around a theme

Whole Class Reading

One session per week based upon the class novel and three extract lessons using VIPERS (Vocabulary, Infer, Predict, Explain, Recall, Summarise) which cover the content domains for KS2 reading. Within all 4 of these lessons, time is given to modelling and practice of intonation, tone and volume.

Extract Lessons:

Children's classics: Pippi Longstocking by Astrid Lindgren, The Demon Headmaster by Gillian Cross, The Animals of Farthing Wood by Colin Dann
Electricity: The History of Electricity, Thomas Edison, Electricity from Billy Elliot
Novels: Kid Normal by Greg James and Chris Smith, The Girl who Stole An Elephant by Nizrana Farook, Running on the Roof of the World by Jess Butterworth

Spelling:

word families; prefixes 'super-', 'anti' and 'auto'; prefix 'bi-' meaning to, challenge words; plural and possessive apostrophes

PE (Rising Stars)

Sport: Nimble nets

- To become familiar with balls and short tennis rackets.
- To get the ball into play.
- To accurately serve underarm.
- To build up a rally.
- To build a rally, focusing on accuracy of strokes.
- To play a variety of shots in a game situation and to explore when different shots should be played.
- To play a competitive tennis game.

Fitness: Cool core (pilates)

- To improve balance and co-ordination.
- To improve balance and co-ordination. To consolidate and improve the moves learned so far.
- To develop balance techniques when performing cool core moves.
- To develop balance techniques when performing cool core moves.
- To sustain balance and concentration when performing a variety of cool core moves.
- To develop cool core moves using balance techniques.